CHAPTER II

REVIEW OF THE RELATED LITERATURE

Information or fact presented in literature is the important thing in all researches, including the grammatical cohesion in narrative research. The information and fact can support the idea of the writer because it made the research more scientific. In this chapter the writer quoted and explained some sources connected with the topic of the research. This chapter consists of five parts. The first concerns with resend research, the second is about writing, the third is about narrative, the fourth is about picture, the five is about grammatical cohesion, and finally is about lexical cohesion.

A. The Resend Research

In 1986, the research of A.D.Pellegrini Lee Galda is about The Role of Theory in oral and Written Language Curricula. This theory, which has been experimentally supported, holds that the forms of oral and written Language are determined by the contexts in which the language is generated. Curricular and instructional recommendations are suggested where in teachers manipulate the mode of discourse (i.e., channel and genre) to have predicted effects on students’ language production.

In 1988, the research of Mercedes Querol is about substitution as A Device Of Grammatical Cohesion In English Narrative And its Translation Into Spanish. This paper presents a description of how English literature makes use of substitution as a device of grammatical cohesion and the mechanisms employed in its translation into Spanish. Three literary works were examined with this aim, carrying out a quantitative and a
In 2007, the research of Zhou Xin-Hong is about Application of English Cohesion Theory In The Teaching of Writing to Chinese Graduate Students. The English cohesion theory proposed by Halliday and Hasan makes great contributions to the understanding of the coherence and cohesion of the English texts. It should be applicable in the teaching of English writing so as to improve the cohesion in the students’ compositions. The present paper describes a practice of this order among non-major graduate students, and discusses its results. The conclusion is that teaching activities of this kind can indeed improve the cohesion in the students’ compositions. Finally the paper raises a few concerning problems which remain to be further explored.

In 2004, the research of Carolyn D. Castro is about Cohesion and the social construction of meaning in the essays of Filipino college students writing in L2 English. This study compares the degree of cohesion and coherence in the essays written by thirty Filipino college freshmen and analyzes how the social construction of meaning was made evident in their writing. Results showed that low, mid and highly rated essays were comparable in grammatical cohesive device use. Lexical repetition and use of synonyms were the most common means of establishing lexical cohesion. The findings suggest that second language writers with shared socio-cultural backgrounds utilize similar linguistic and textual resources in meaning construction, highlighting the socio-cognitive nature of writing practices and how literacy is a social act (Ramanathan & Kaplan, 2000). The
students’ lexico grammatical choices reflect the interrelationship of language and culture. Implications for second language pedagogy accounting for learners’ sociolinguistic backgrounds are discussed.

B. Writing

Writing is used to express and explain ideas. It is the representation of language in a textual medium through the use of signs or symbol.

Today, the ability to write has become an important skill in our society. Writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures (Brown, 2004:218).

For students, writing ability can help them to expand and enlarge their world, because actually writing ability is as important as speaking ability in communication. This ability is also an important medium for self-expression and for the discovery of meaning. Therefore, practice and study of writing remain a significant part of the school curriculum.

Generally, written English is different from spoken English. Based on http://en.wikipedia.org/wiki/written_language, a written language is the representation of a language by means of a writing system. Based on http://en.wikipedia.org/wiki/spoken_language, while a spoken language is a human natural language in which the words are uttered through the mouth.

Written English tends to be more formal than spoken English. First, because the writer does not know the readers personally, the writer must write words and sentences that are clear for a variety of readers. Second, because the audiences for written English
usually is not immediately present, the writer is unable to see what the reader does not understand (i.e., by looking at the facial expressions or by having the listener interrupt with a question). Therefore, the writer must explain ideas and opinions in more detail. Third, because the writer cannot guess the audience’s attitude toward the ideas or opinions in the written material, the writer must choose a more formal voice (Reid, 2000:5).

Reid also stated that spoken English usually use many verbs, complicated relationship between sentences and a number of interactional features like gambits, while written English is indicated by the density of lexicon and the complicated use of nominal phrases.

For the students of junior high school, the language style in written text is not as complicated as for the senior high school students. In junior high school, the language style is directed to the spoken style using “written English spoken“.

C. Narrative

A narrative is a kind of text types composed both in written and spoken forms, which describes a sequence of real or unreal events. Narrative is one of the commonest text types that the students are expected to use early on in their school life.

The general concept of narrative can be derived from Longman Dictionary of Contemporary English, that is a description of events in a story, while Anderson (1997:8) stated that “a narrative is a piece of text which tells a story, in doing so, entertains or inform the readers or listeners.”
Narrative, like all text types has characteristics. It has a purpose, which may be to entertain or perhaps to teach (as fables do). It also has a particular organizational structure, which is most typically displayed in traditional stories. First, there is an orientation, the purpose of which is to set the scene, introduce the characters, and say when and where the narrative is set. Then there are a number of events, which lead to some kind of problem, sometimes referred to as a complication, Finally the problem is resolved in the final part of the story, the resolution (Anderson, 1997:8).

There are also typical linguistic features common to narratives. According to Amato and Snow (2005:281), those features are:

1. They are sequenced in time, and this is often signaled by the conjunctions or connectives that are used. In the beanstalk story, the time connectives that sequence events include once upon a time, one day, when, the next day, for two days, and at least.

2. They usually use the past tense, such as saw, walked, helped.

3. They use many “action” verbs that describe what people do. In the beanstalk story, the action verbs include walked, took care, saw, helped, carried out.

4. They often contain dialogue, and they also contain “saying” verbs that explain how people speak: said, replied (Richard-Amato and Snow, 2005:281).

D. Picture

According to Manning and Fox (2003:871) picture is shapes, lines etc painted or drawn on a surface, showing what someone or something looks like. Picture is often used for reminding us of real life experience or to suggest such an experience to us. Families
have photograph albums to remind themselves of happy time in the past. Picture is one of
the visual aids that can be used in teaching narrative. It can describe more than a
thousand words. It makes something clearer. It also can be used to create situation for
teaching narrative more interesting.

Sequential pictures can be seen as the series of pictures that are constructed in a set
of events, actions, numbers, etc, which have a particular order and which lead to a
particular result. Sequential pictures are usually in the form of still pictures which have
sequential order. The pictures can be in the form of drawings in color or black and white,
cartoons or sequential photographs.

E. Grammatical Cohesion

The English cohesion theory proposed by Halliday and Hasan makes great
contributions to the understanding of the coherence and cohesion of the English text. It
should be applicable in the teaching of English writing so as to improve the cohesion in
the students’ composition.

Cohesion is due to overtly signaled connections between different parts of a texts,
marked by various formal devices. Coherence, on the other hand, is the term for semantic
links between parts of a text as interpreted by a reader, these links may be due to the
presence of cohesive items in the text but many alternatively be the reader’s inferences
based on the overall information presented in the text. Cohesion and coherence can be
divided into local (microstructure) and global (macrostructure). Local cohesion and
coherence concern the interrelatedness between adjacent discourse segments. Global
cohesion and coherence concern the interrelatedness of larger spans of discourse. For
instance, scripted action sequences are globally coherent. Also there are the rhetorical
structures of narrative (such as setting + conflict + plot + resolution), expository (such as
claim + evidence, problem + solution), and other discourse genres. Cohesion and
coherence can be grammar driven and vocabulary driven. Grammar-driven cohesion
refers to sentence structure, word structure, and the intonation of the discourse segments.
These cohesion cues activate vocabulary-driven (pre-grammatical, knowledge-based) and
grammar-driven (syntax-based) coherence.

Cohesion is one of aspects that is taken into consideration in the textual analysis of
it as (the network of lexical, grammatical, and other relations with provide links between
various parts of a text).

Halliday and Hasan (1976) make a detailed classification of the cohesive devices in
English. These authors distinguish between grammatical and lexical cohesion. According
to them, grammatical cohesion embraces four different devices:

1. Reference: this mechanism relates one element of the text to another one for its
   interpretation, which can be present or not (endophoric and exophoric reference).
   Reference is a semantic relation. In the following example, they refers to children.
   All children, except one, grow up. The soon know that they will grow up, and the way
   Wendy knew was this.

2. Substitution: replacement of one item by another. For example in:
   The lion was about to replay when suddenly they come to another gulf across the road.
   But this one was so broad and deep that the lion knew at once he could not leap across
   it. One substitutes for Gulf.
3. Ellipsis: the omission of an item. In this example, *Dormouses* is elided after two.

There was a table set out under a tree in front of the house and the March Hare and the Hatter were having tea at it: a *dormouse* was sitting between them, fast a sleep and the other *two* were using it as a cushion, resting their elbows them, talking over its head.

4. Conjunction: a particular expression contributed to create discursive connections.

For example in:

There were no children there, *and* it was night time; *but* he addressed all who might be dreaming of the Neverland and who were therefore nearer to him than you think. And originates and additive conjunctive relation, but an adversative one and therefore a causal.

There were three particular items employed for this aim which have their equivalents in English. They are nominal substitution, verbal substitution, clausal substitution. Therefore, it is temporarily excluded in the experiment. So the occurring frequencies of the following ten cohesive devices belonging to four in the students’ compositions are involved in the present study: (1) reference (including personal reference, demonstrative reference and comparative reference); (2) substitution (including nominal substitution, verbal substitution, verbal substitution and clausal substitution); (3) conjunction (including elaboration, extension and enhancement).

F. **Lexical Cohesion**

The use of synonyms and hyponyms/superordinate term are among the most important ways of creating lexical cohesion. In many cases, the use of expressions of these types only serves to keep the discussion to a particular semantic domain.
Occasionally, however, near-synonymous expressions or hyponyms/superordinate terms may be used to indicate identity of reference, and the second of the two expressions is then clearly anaphoric:

*John drove up in his old estate wagon. The car had obviously seen a lot of action.*

*One hubcap was missing, and the exhaust pipe was nearly eaten up with rust.*

The last sentence in the example above illustrates another type of lexical cohesion: the use of expressions indicating a part-whole relation. Other examples of this type are:

*Mary brought the picnic supplies from the car. The beer was warm.*

*John looked sadly at his crossbow. The lock nut had been removed, so it was no longer fit for action.*

The second example illustrates the effect of lexical cohesion of the 'part-whole' type: even a reader who has never before heard of a lock nut will conclude that it must be a part of a crossbow.

In this research, the writer only analyzed grammatical cohesion in written narrative text by Halliday and Hasan (1976).